QAR (Question – Answer Relationships)

# QAR serves five primary purposes:

* Helps students monitor their comprehension of the text.
* Provides a purpose for reading the text.
* Allows students to assess their comprehension of the text.
* Encourages elaborative and critical thinking.
* Helps refute the common misconception held by students that the text tells all.

QAR takes time to develop with students. Students will need a fair amount of instruction and guided practice using QAR. The teacher should invest time in modeling using think alouds when teaching students this strategy.

# Teacher-directed whole-group instruction:

1. **Explain the strategy:** Explain to students that there are essentially two categories of questions:
   1. **In the Book:** the answer can be found in the text
   2. **In My Head:** the answer cannot be found in the text and must come from the reader’s own knowledge or experiences.

For each category there are two types of questions. (Contact Shirley Barclay for copies of the posters to illustrate and highlight this information)

|  |  |
| --- | --- |
| **In-the-Book Questions** | **In-My-Head Questions** |
| ***Right There Questions***  open%20book The answer is in the text. The words used to make up the question and words used to answer the question are found in the same sentence. | ***Author and Me Questions***   The answer is not in the story. You need to thinking%20about%20readingthink about what you already know, what the author tells you, and how it fits together. |
| ***Think, Search***, ***and Find***  Think%20and%20SearchThe answer is in the selection, but you need to put together different pieces of information to find it. The answer comes from different places in the selection. | On My Own On%20My%20OwnThe answer is not in the text. You can answer the question without even reading the text. The answer is based solely on your own experiences and knowledge. |

1. **Demonstrate the strategy:** To teach this strategy, should use an example that clearly distinguishes between the different types of questions. Demonstrate how you determine the question type. For “In the Book” questions, show students how to find the answers to the questions in the text. For the “In My Head” question, demonstrate the thought processes used to answer these questions.
2. **Guide the students to apply the strategy:** As a class, have students decide the QAR for each question and explain their reasoning. Discuss using the QAR strategy. The teacher should give students feedback on their use of the strategy.
3. **Practice individually or in small groups:** Divide the students into groups of two or three and have them practice using QARs. Students should identify the QAR for each question and then give the answer.
4. **Reflect:** Discuss the QAR technique and how it helps students to better understand the text. Talk about which types of questions require the most thought and how students identified the QAR. At this point, students can complete a journal activity answering these two questions: How does understanding the QAR strategy help you comprehend information? How can you apply this strategy on your own?

You may need to go through this routine a few times before the students catch on to the strategy. For those students who need additional work, you can form small groups of students who need additional help using the QAR strategy. It is important that students learn to generalize this strategy across settings and see the value of the strategy when completing work from others content areas.

1. **Variations:**  QARs can be used with fiction and non-fiction text, although they do not have to be used exclusively with text. They can be used with tables, graphs, pictures, music, and art.

As students become comfortable with identifying types of questions and answering them, they can begin writing examples of their own question in lieu of responding to your questions. Student-generated question can be exchanged with other classmates who then answer and classify the student-produced questions.

A great extension to this strategy is to give students a copy of Bloom’s Taxonomy and have them generate questions for a class discussion on the current text you are reading. As students present their questions, they can identify the QAR as well as the level of Bloom’s that would best describe the question,

1. **Ideas for Assessment:** Teachers can use several different forms of assessment when evaluating the student’s ability to use QARs. Assessments can be done informally using anecdotal records and observations. You can evaluate the student’s understanding of the QAR strategy by using comprehension sheets that are completed during lessons and activities. Students can also write journal entries explaining the QAR strategy and why or how it is helpful in comprehending what they read. Teachers can also use a rubric to assess student understanding of the QAR strategy. Rubrics can be found at: [www.readwritethink.org](http://www.readwritethink.org)

**“In the Book” Questions**

QAR Question Prompts

**Right There**

These are basic recall questions. The answer

is in one place and often the words from the question and the answer are in the same sentence. For example:

Where does this person live?

What does this person do for a living?

When does this story take place?

**Think and Search**

These answers can be found in the text, but

involve higher level thinking like comparing/contrasting, drawing inferences, describing the mood, setting, or symbolism.

For example:

What are the important ideas in this text?

What are the character traits that you see in the main character?

What does this person look like?

What kinds of challenges did the person face?

What are the persons’ major accomplishments?

How can you prove that this person is (brave, loyal, kind, etc.)?

Based on the text, what conclusion can you draw about…?

What clues in the text help us understand the word…?

What does this article mostly describe…?

**“In Your Head” Questions**

**Author and Me**

The answer is not in the text. Students must think about what they learned from the text and what they know to generate an answer.

For example:

Why did the author…?

What was the most surprising part of the book or article?

If you could interview the author, a character, historical figure, or person of interest what would you ask?

If you could add to, take away, or change a part of the book or article what would you change and why?

What questions do you still have about this topic?

Why should/shouldn’t people (use something from the article – exercise every day, bite their fingernails, etc.)?

**On My Own**

The answer is not in the text. Students must

rely solely on their own interpretation experience to answer the question. For example:

Have you ever… (done something brave, competed in sports, climbed a mountain, etc.)?

What was it?

When have you (felt proud, rode your bike for the first time, felt ashamed, etc.)?

What do you think it would be like to… (climb a mountain, fly a plane, compete in the Olympics)?

What do you think about…(kids having a hobby that could be possible dangerous, etc.)?

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Text QAR

QAR

Story \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Author \_\_\_\_\_\_\_\_\_\_\_\_\_\_

"Right There" Questions:

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

"Think, Search, and Find" Questions:

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

"Author and Me" Questions:

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

"On My Own" Questions:

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Picture QAR

QAR

Story \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Artist \_\_\_\_\_\_\_\_\_\_\_\_\_\_

"Right There" Questions:

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

"Think, Search, and Find" Questions: (What could happen next?)

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

"Artist and Me" Questions:

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

"On My Own" Questions:

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_